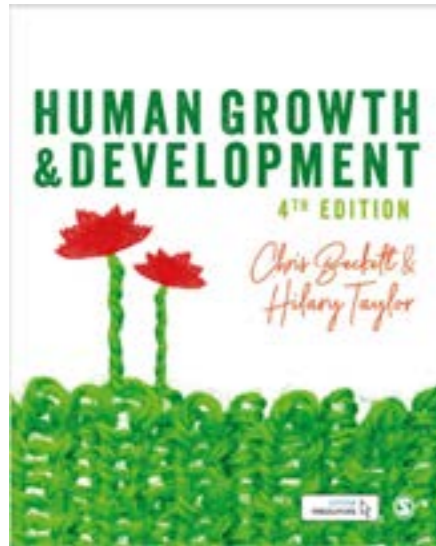


THE

LONDON MET'S **SOCIAL WORK** STUDENT NEWSLETTER

INSIDE ISSUE 1 ● DECEMBER 2020

- Student Reps ● New Staff ● Student Union ● You Said, We Did
- New Research Funding ● Student Publishing Success
- Postcards to Mum ● International Social Work ● Positive Fatherhood
- Employability Conference ● Advice to new Social Workers
- North East London Teaching Partnership ● Practice Educators Event

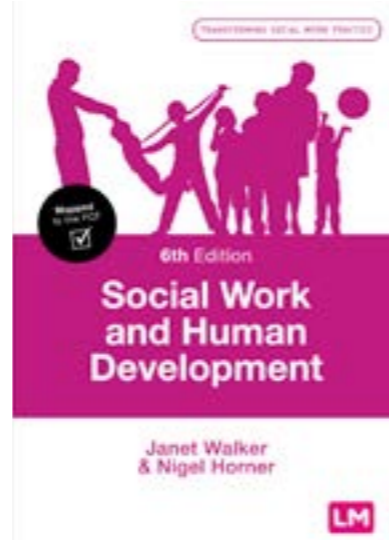


Human Growth and Development (4th Edition)

Beckett & Taylor
Written for students training for careers in the helping professions, this edition covers all the essential topics central to understanding people whether they are clients, service users, patients or pupils. Following the shape of a human life, beginning with birth and ending with death, it combines theoretical concepts and reflective learning to help your students develop an understanding of what makes us grow and change over our lives.
£29.99 | March 2019 | 296 pages | Sage Publications Ltd | ISBN: 9781526436481

Social Work and Human Development (6th Edition)

Walker & Horner
A clear favourite among students and lecturers, this bestselling book introduces the main theoretical models in a clear and accessible way before applying them to various stages of the life course. From infants to older adults, the author uses case studies and practice examples to bring social work methods, skills and principles to life.
£23.99 | April 2020 | 248 pages | Learning Matters | ISBN: 9781526468796



Social Work Research in Practice (2nd Edition)

D'Cruz & Jones
This new edition of Social Work Research in Practice: Ethical and Political Contexts explores the intrinsic connection between knowledge, research and practice in social work. The authors argue that through a better appreciation of research, the highest standards of social work can be achieved. Each chapter has been fully updated with a rich range of case examples and references. Further reading is also included, so that readers can expand their knowledge.
£30.99 | October 2013 | 224 pages | SAGE Publications Ltd | ISBN: 9781446200797



Welcome

Welcome to the first edition of the *lagg* — a publication co-produced with Social Work students.

The *lagg* is a termly vehicle for students to use to share their views, not just of the social work course, but other issues of interest both within and without of the university.

The *lagg* will also be a platform to share news and events from The North East London Teaching Partnership, and the teaching, learning and research interests and activities of the academic team and wider colleagues.

The Editorial Team would encourage and welcome contributions from students and staff for the next edition.

Please be a part of this exciting initiative.

Your Newsletter. Your voice.

Editorial Team

Nicola Williamson
Final Year BSc Student

Birungi Nakiwala
Final Year MSc Student

Donna Jones
Head of Social Work

Layout
Chiara Sanchi
Final Year BSc Banking and Finance

Know your Social Work Student Reps

Your student reps are here to represent your cohort's views at formal meetings like the Course Committee Meetings that happen once a term or informally via the MS Teams Group that has been set up for each cohort. They will highlight any concerns to the Course Leads and also share with the academic team when things are going well.

They are in regular contact with the Course Leads, so do please let them know if there are things you feel we need to know!

BSc

Level 4
Jessica-Rose McMullins
Rebecca Salmon

Level 5
Kit Tomlinson
Godwin Akinyemi

Level 6
Andrew Lorimer
Yvonne Namugenyi

MSc

Level 7 (1st year)
Inese Oren
Tawanda Mhizha

Level 7 (2nd year)
Tamyra Isaacs
Emily Horne



course leads

BSc Course Lead

Donna Jones
(my pronouns are she/hers)
d.jones1@londonmet.ac.uk
or find Donna on MS Teams chat

MSc Course Lead

Chris Lane
(my pronouns are him/his them/they)
c.lane@londonmet.ac.uk or
find Chris on MS Teams chat

Students reps focus...



Godwin Akinyemi
2nd year
BSc Student Rep

I thought it was important to become a student Rep so I could make a difference at London Metropolitan University. It's an amazing opportunity to have your say in decisions on your course, in the school of social professions, and at the student union.

I feel this role will further develop my skills in professionalism and leadership which are two strong attributes to the job market. I really enjoy the sense of a diverse community at the university and it has the feel of a family environment.



Inese Oren
1st year
MSc Student Rep

Why did you think it was important to stand to be elected as a student rep?

I kind of fell into the role. We were all voting for people who we wanted to be our reps and it happens that I had the most votes.

What skills you feel this role will help you develop, and how this will be beneficial in the job market?

I feel that this role will develop my effective communication skills and active listening skills. I think these skills are vital in my role as a Student Rep and as a student Social Worker

What you are enjoying about your studies at London Met?

I am enjoying how interactive and lively the lectures are. We all come from different backgrounds, cultures and with our own experiences, which makes the learning so much more interesting.



New staff member Hazel Cutts introduces herself...

I am really excited to be joining the social work teaching team at London Met. I qualified as a social worker in 1994 and worked with adults and older people before commencing teaching in 2001. I have practice taught social work students on placement, mentored trainee practice educators and provided independent training on safeguarding to social care workers. In recent years I taught social work at University of Essex and enjoyed a brief return to frontline practice as a social worker in a hospital discharge team. My academic interests include

the protection and safeguarding of adults, being awarded the Marc Lain award for outstanding academic achievement for her Masters dissertation on the social construction of elder abuse.

I am passionate about the social work profession and social work education and enjoy supporting students in the classroom and on placement. I strongly believe in social work as a profession that recognizes inequality and strives to promote social justice at an individual and societal level. I believe social work can make a real difference to individuals' lives and I look forward to preparing future social workers to meet the challenges presented by the current climate of austerity, social inequality and social injustice. I am a passionate advocate of co-production and

believe social work education is enriched by the participation of those who use services. Wherever possible, I engage the input of those with lived experience of social work interventions in the design and delivery of teaching and in the assessment of student achievement.

Social Work welcomes new senior lecturer colleague to the team!

Social Work students top school module satisfaction chart with 86%

The feedback loop You said... we did...

Meet FT Officer Cynthia
Every other Friday 5-6pm*
From
Friday 16th October 2020
 Londonmetsu.org.uk/cynthia

Social Work students have been the most satisfied with their experience of their 2020 Autumn Semester modules of any course in the School of Social Professions, according to a recent survey.

All students at London Met are invited to participate in a real-time Autumn Term exercise to evaluate the effectiveness of teaching and learning on their courses - with the aim of listening to feedback and making immediate improvements in response.

Students are asked questions about teaching, assessment, academic support, their sense of community and learning resources. Teaching was the highest rated category in the survey with a satisfaction score of 88%. In other areas, students raised concerns about accessing reading due to the current Coronavirus restrictions and we are grateful to colleagues in London Met's library services who have been working hard to extend opening hours and to find other innovative ways to make accessing resources electronically easier for the new year

Check these links for more details:
<http://met.ac/click-and-collect/>
<http://met.ac/request-a-chapter-scan>

WE NEED ACCESS TO LIBRARY FACILITIES WHEN WE ARE NOT ON PLACEMENT.

THE LIBRARY WILL BE OPEN FOR BOOKABLE STUDY SPACE EVERY SATURDAY FROM JANUARY. CLICK & COLLECT SERVICE WILL BE AVAILABLE EVERY SATURDAY AFTERNOON AFTER THE CHRISTMAS BREAK.

WE WOULD LIKE MORE SUPPORT AROUND GETTING A JOB WHEN WE LEAVE.

WE ARE HOSTING AN ANNUAL, ALL DAY EMPLOYABILITY CONFERENCE WITH PARTNER AGENCIES AND LONDON MET CAREERS SERVICE ON 8TH FEBRUARY 2021!

IT WOULD BE NICE TO BE ABLE TO MEET AS A GROUP WITH LECTURERS INFORMALLY.

WE PILOTED 'OPEN DOOR' THIS TERM. OPEN DOOR PROVIDES A RELAXED LUNCHTIME SPACE TO HANG OUT WITH EACH OTHER AND STAFF. IT WAS LOVELY TO SEE, CHAT AND LAUGH WITH THOSE WHO WANDERED IN.

WE REVISED OUR APPROACH TO THE MODULE FROM THREE TO TWO SUMMATIVE ASSESSMENTS.

LEVEL 4 STUDENTS WANTED ASSESSMENT LOAD ADJUSTMENTS.

LEVEL 6 STUDENTS WOULD LIKE TO MEET PHYSICALLY AS A GROUP.

ARRANGEMENTS HAVE BEEN MADE FOR A L6 ONE OFF LECTURE 'N' LUNCH SESSION IN JANUARY! (GOVERNMENT GUIDANCE PERMITTING...)

A Survey of Thoughts: * advice in hindsight, to newly qualified social workers

By Birungi Nakiwala
The Loop co-editor
Year 2 MSc Social Work

I am a firm believer in drawing from the experiences of others. We each have our own unique journeys and circumstances but once in a while I believe it is possible to extract some pearls of wisdom from another person's story and use these to guide our own. With this in mind, I posed the following question to our social work teaching staff, to give us students the opportunity to get to know our educators a little better, whilst collecting valuable advice that will likely benefit us in our future careers:

Now I won't pretend that it didn't bring me a tiny ounce of pleasure to essentially assign a homework question to our teaching staff (#payback) but I was mindful that I was asking a group of very busy people to give up their valuable time to contribute to this piece, therefore I graciously gave them the option of providing brief one-liner responses. I had clearly forgotten that I was addressing seasoned social work practitioners, academics no less, who would never dream of responding to such a profound question (if I do say so myself) with a one-liner. As you will now see, each response was rich with reflective insight and went above and beyond my expectations!

“If you could go back in time and talk to yourself as a newly qualified social worker, what is the most important piece of advice you would give yourself?”

Dr Katrin Bain

Associate Lecturer Social Work
My advice to myself would be:

- Read daily.
- Trust that things are always working out for you.
- Be brave in gripping opportunities that come your way and then give it your all.
- Always remember that in social work your work is somebody else's life!
- If you want to make a positive impact in a child's and family's life, be fast and persistent.
- You can have a lot of life experiences just not at the same time so enjoy the season you are in.

Dr Stephen Cowden

Associate Lecturer Social Work

Firstly I think it's crucial to always remain human to the people you are working with. Social Work is a hard job - that goes without saying - but one of the hardest things is mediating between the needs of the service user who you are there to support and the requirements of the organisation which employs you. It can be really easy to become so preoccupied with the latter that you prioritise that over the former. Whenever I did things I later regretted it was because I allowed myself to be too worried about the organisation and not worried enough about service users and their needs and issues.

The other thing I think that's really important is to keep believing in Social Work; not that everything that

happens in the name of Social Work is wonderful, but that we keep alive the sense of hope that Social Work seems to me to represent. This is important because in a climate of austerity and managerialism it can be easy to become burnt out and disillusioned - there is too much of this. The German philosopher Ernst Bloch talks about 'Hope' as a principle and he wrote 'It is a question of learning hope. Its work does not renounce... Hope, superior to fear, is neither passive like the latter, nor locked into nothingness. The emotion of hope goes out of itself, makes people broad instead of confining them. The work of this emotion requires people who throw themselves actively into what is becoming, to which they themselves belong. Thinking means venturing beyond. But in such a way that what already exists is not kept under or skated over.'

So in this sense the other piece of advice I have to always keep giving myself is to keep hope alive.

Donna Jones

Principal Lecturer

Head Of Social Work

"Hello idealistic Donna. Firstly, I would advise you to stop fiddling with your first local authority 'Social Worker' ID badge to ensure it is round the right way so everybody can see from your smiling photo that you are, indeed, a qualified social worker. Your colleagues already know that, so...

Secondly, please remember that the art of critical reflection is not a backpack to be deposited at the doorway of qualified practice as you step through it. Critical reflection is not something you leave behind because you are suddenly busier, with a heavier caseload and more demands and pressures on your time. I found, in later years, that it was exactly because of the heat of qualified practice, that reflection was so important to hold myself accountable and my families at the forefront of my mind and actions. Critical reflection is not a luxury reserved for student social worker status - it should be transformative in how you see your world and how you try to understand the world of your families and the vulnerable people

you are working with and for.

Finally, you may want to consider switching your after work drinks from the pub on the corner of Balls Pond Road to the one with all the boarded up windows, Angel ends (but leave your bike outside work and jump the bus, as it gets nicked...) Mr Bingley, the guy who has deep-seated mistrust issues of social workers and who you will be doing an assessment with in a couple of weeks, will start to frequent it at around 6pm as of tomorrow. Just saying...

Andrew Maynard

Associate Lecturer Social Work

I would advise myself to go beyond what I learned on the course and to develop additional skills and expertise that would enhance my knowledge base. I would also develop an area of specialism in which I can grow and develop.

"Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do." "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure."

I would always reflect upon this.

Greg Ryan

Senior Lecturer Social Work

If I could give a message to myself as a newly qualified Social Worker, I would say, "Greg, remember to take into account all the things you've done, as well as listing all the things that you have yet to do."

As an NQSW, I was a devil for making To Do lists. At the start of each day, I would make lists of all the things I planned to do, emails to send, people to phone, records and reports to complete. Inevitably, as the day progressed, stuff I hadn't planned for would come up that needed my attention, and by the end of the day my task list wouldn't all be ticked off, and I would give myself a hard time about it.

I felt quite down about this and I spoke about it with a wise Senior Practitioner. She sat me down and got me to look again at my lists. She asked me to talk through all the tasks that I had completed, and also to recognise the other things that I'd

managed to do in the day that weren't even on the list!

As Social Workers, there are always more things to do, so it is important from time to time to pause, and to recognise where we have made a difference in the lives of others and to celebrate the things we have achieved.

Jacqueline Spooner

Associate Lecturer Social Work

I will need to consider this carefully as it's a great question. One I'm not sure I have an answer to. Social Work chose me as a conduit and vessel. Many of my interventions over the years are guided through my spiritual understanding of self and heart. This is a very different starting point as it gave permission to work/intervene at a much deeper level, and to connect with that awareness. Allowing me to honor the sacredness in everything and all situations.

Final thoughts from Birungi

I would like to thank each member of staff who participated, for their generous contributions to this piece and for allowing students to benefit from the wisdom that they have accumulated throughout their careers. Reading through these responses, I couldn't help but think about PCF 9 - Professional Leadership and how this can be demonstrated in our practice through the simple act of sharing the lessons we've learned along the way, with one another. You never know how the advice you would give to your younger self could positively impact someone else and change the course of their career.*This was described by one of the respondents as a "delightful survey of thoughts." At that very moment, the title of this piece was born (Thanks J Spooner!)



“ I’m thrilled to get the opportunity to develop and reflect upon my research skills with esteemed colleagues as part of this important research project. ”

Social Work head wins funding to explore impact of COVID on LGBTQI+ Communities

The Head of Social Work, Donna Jones, has been part of a successful research bid to London Met’s Transformation Fund, with a team led by Professor Louise Ryan, a sociologist, and including Dr Karyofyllis (Lakis) Zervoulis a social psychologist. The Global Diversities and Inequalities Research Centre (GDI) will lead this study.

Donna responded to the news by saying “I’m thrilled to get the opportunity to develop and reflect upon my research skills with esteemed colleagues as part of this important research project”. Donna continued “I hope it inspires social work students in particular and students generally, to think creatively about what research can be and the importance of the stories that participants share in making a difference”.

The team brings together research expertise in qualitative social research techniques including focus groups (Ryan), creative methods (Jones) and online surveys and statistical analysis (Zervoulis). Moreover, we have considerable experience in working with LGBTQI+ groups (Zervoulis and Jones) and Black and ethnic minority communities (Ryan and Jones), as well as engaging with partner organisations (Ryan) across previous projects.

The research, in partnership with Lambeth Council and Black Thrive (a black LGBTQI voluntary mental health organisation) will use Surveys, the arts based methodology Photovoice and focus groups to:

- identify the needs of Lambeth’s large LGBTQI+ communities, especially within the current challenges posed by Coronavirus and the associated restrictions
- develop new understanding of the experiences and needs of Black and Ethnic Minority members of those communities who have been under-represented in previous studies
- co-design solutions, with our research partners, to how the needs of these communities can be addressed within the current financial constraints across the borough

Prof Louise Ryan, Director of the Global Diversities and Inequalities Research Centre, expressed her enthusiasm about this new partnership with Lambeth council.

‘As a long term resident of the London borough of Lambeth and a new member of staff at LondonMet, I am delighted about this new project which provides a valuable opportunity to bring together researchers from the university, colleagues from the local authority and NGOs working with local groups in the borough. This research

will feed directly into Lambeth’s local work and future strategic plans and so gives LondonMet researchers an important role in developing real life impact’

Dr Karyofyllis (Lakis) Zervoulis, Senior Lecturer in Social Psychology and also a member of the Global Diversities and Inequalities Research Centre shared his excitement in securing funding for this project: ‘I feel extremely privileged to be involved in this new project and to work with a great London Met academic team and a valuable external partner, Lambeth Council. I have been conducting academic research on LGBTQI+ issues for some time, and this is a great opportunity towards putting theory into practice and having an impact on real life communities. I would like to thank London Met and its Transformation Funding team for believing and investing in this project.’

BSc final year students write chapter for book on Social Work under COVID-19

From surviving to thriving: The experience of social work students and their families in lockdown

Andrew Lorimer, Francis Sentamu, Rachel Sharples have written about their individual experiences through the pandemic for inclusion in a soon to be published book, 'Social Work and COVID-19 lessons for education and practice', edited by Dr Denise Turner.

The students worked really well together and supported each other in writing the

chapter, coming up with ideas of how to write it and kept in regular contact. Draft versions of the chapter were sent to Denise to look over and she gave constructive feedback.

Rachel commented that, "deciding on the title of our chapter took some time but eventually we narrowed some of the options down and came to an agreement on the one in this article. We spoke personally about how the lockdown affected us emotionally, and how this also impacted on our studies as some students were still on placement.

I fortunately managed to finish my placement at the beginning of March before the lockdown began. I spoke about how it made me develop self care tendencies and coping strategies which will help me further in my practice as a social worker."

Both Francis and Andrew have spoken about the issues that impacted them personally in an honest and candid manner.

This is a great initiative and a fantastic achievement for our students to be published before they have even graduated! Their insights will contribute to an important growing body of literature exploring the experiences people have had of COVID-19 from different perspectives.

Our London Met Social Work students make us very proud!

What?
Social Work and COVID-19 Lessons for Education and Practice

Who?
Critical Publishing

When?
11th January 2021

BSc research module 'Intro' playlist!

(in no particular order...
...feel free to shuffle them!)

by DJ DJ

Jerusalem

(feat. Nomcebo Zikode)

Iron Love - Pan Nation Steel Orchestra

(feat. Denise Adams and her daughter!)

What's Going On

Marvin Gaye

Viens Mallika Sous Le Dome Edais From Lakme

Leo Delibes

The Times They Are A-Changin'

Bob Dylan

Act III: Parigi, o cara

Giuseppe Verdi

The Revolution Will Not Be Televised

Gil Scott-Heron

Abantwana Basethempeleni

Ladysmith Black Mambazo

Big Yellow Taxi

Joni Mitchell

Mrs. Robinson - From The Graduate

Simon & Garfunkel

Redemption Song

Sweet Honey In The Rock

A Change is Gonna Come

Sam Cooke

Green Garden

Laura Mvula

54-46 Was My Number

Toots & The Maytals

Coming in From The Cold

Bob Marley & The Wailers

Good practice of North East London Social Work Teaching Partnership mentioned in DfE evaluation



The good practice of London Met and the North East London Social Work Teaching Partnership (NELTP) has been highlighted in an evaluation of the Department of Education (DfE) and Department of Health and Social Care (DHSC) nationwide teaching partnerships programme. The NELTP has been funded by the Department for Education from 2018 to 2020 to improve standards in the Social Work workforce in our region.

The particular work picked out in the evaluation report involved the development of a model for forecasting future workforce requirements which it is hoped will improve progression of social work students into employment. A further expected benefit is that the partnership's local authorities will be in a stronger position to attract and retain Social Work staff and to support them through continuing professional development. This component of the project was led by Chris Lane, Head of Subject at London Met.

The immediate project outcomes included forecasts of requirements across the career journey, from newly qualified to more experienced and senior staff impacting on human resources planning. A longer term goal of the work is to inform the creation of a more sustainable established workforce, which it is hoped will deliver service improvements.

The evaluation case study concluded with the comment that the NELTP's "distinctive approach allows for the generation of visualisations of queries against different characteristics" and that the approach taken will "provide the flexibility for new questions arising in the future to be modelled and visualised. This is a key aspect of the partnership's sustainability strategy."

The North East London Social Work Teaching Partnership (NELTP) comprises the London boroughs of Waltham Forest, Barking and Dagenham, Havering, Newham, Redbridge and Tower Hamlets together with the University of East London and London Metropolitan University

What does this mean for students? What's in it for me?

- Practice focussed teaching sessions complimenting the current curriculum, in turn strengthening your professional confidence.
- Support with preparing for practice placements and entering the world of social work employment.
- Access to bespoke Twilight learning events to further develop your social work knowledge and skills.
- Access to practice learning placements in the statutory sector.
- An opportunity to contribute to our Social Work in 40 Objects project. Can the story of Social Work be told through objects? To make a contribution please visit <https://neltp.org.uk>
- Access to information, resources and current research check out our website. North East London Teaching Partnership

neltp.org.uk

@NelswTeaching

London Met to deliver inclusion workshop for Newham social workers

Greg Ryan, Social Work Senior Lecturer at London Met, has been invited back for a repeat delivery of a successful workshop on diversity and inclusion for social care practitioners at the London Borough of Newham.

The workshop aims to build confidence in recognising and challenging discrimination and promoting inclusion through practice. As well as covering key legislation in relation to anti-discriminatory practice, workshop participants will explore the impact of implicit or unconscious biases on their work. Unconscious biases are the automatic, mental shortcuts used to process information and make decisions quickly. Tests of implicit bias (or unconscious bias) show that people of all backgrounds show unconscious preferences on the basis of gender, race, sexual orientation, or other aspects of identity.

You can try these tests yourself online through the publicly available Harvard University Project Implicit Bias Tests <https://implicit.harvard.edu/implicit/takeatest.html>

In the workshop, by means of quizzes, riddles and embodied reflective practices, Social Workers will explore their own unconscious biases, consider the ways these might affect their practice and learn techniques to mitigate and lessen the impact of unconscious bias in their work.



Top tips for Social Work Graduate Employability

By Nicola Williamson

Co-Editor

Final year BSc Social Work Student

What is it like for Social Work students who have finished their degree and are looking for employment?

Current evidence in the field of social work suggests an increased demand for social work intervention and support. There is corresponding evidence to indicate an increased number of social work graduates seeking employment. It is in this context that I have come to note that having a social work degree is not enough to get newly qualified social workers hired. Instead, graduates are required to have acquired skills developed during placement and throughout their time at university. Some graduates lack these skills and are therefore finding it challenging to find a job. I spoke with some of the social work graduates about their efforts to find employment as a social worker. Below is a summary of their experiences, starting from filling in the application form right through to the interview process. I also asked the graduates about career support that they had received from London Metropolitan University and any useful tips they have for future graduates seeking employment.

What was the employment process like for social work graduates?

Filling the application form

Most students/graduates commented about the application form which they described as lengthy and requiring a lot of time to complete. In addition to the length of the application, graduates remarked about the structure of the form and the different types of questions asked. They referred to a section that requires an outline of the applicant's experience,

including the different roles and responsibilities undertaken. This section of the application presents a barrier for graduates to be shortlisted as they lack the required experience.

Most of the students reported that the application forms were very lengthy, and the questions asked on the form are about your experience which requires you to write about how you carry out tasks and what was the outcome. If you do not have the experience in the area you are applying, for example, child protection social work, filling in the application form will be difficult for you. The students emphasize that the local authority is looking for people with statutory experience and if you cannot evidence this, your chances of landing the job will be very slim.

The students who were successful in getting to the interview stage said that when they fill the application form, they extract the key criteria from the job description and use it as a heading. Under each heading, they said that they made sure they give an example of their experience.

Interview process

Most of the students admitted that the interview process was nerve-racking because they have to think on the spot and if you lack confidence and have not previously done a lot of interviews you will struggle. Apart from being nervous, they all recalled that whatever is asked in the interview is based on what you wrote in the application. Also, students now state they felt that, in light of Covid 19, they had to be competent in on-line platforms such as zoom, skype or Microsoft teams as this is how the interviews were being conducted.

Challenges faced by students

looking for work

The students complained about the job market for newly qualified social workers. They said that in London, local authorities will have an average of about 12 vacancies for the October intake to fill the ASYE roles and with so many students applying for these roles it's highly competitive and if they knew it was this hard to find a job they would not consider social work as a career. Each student that I spoke with sends out a minimum of three job applications and in turn receives one interview. While some send out a maximum of 15 applications and get 6 interviews and two or three offers. The students who receive offers said that the whole application process can make you give up after three applications but if you're desperate or motivated enough to find a job you will get one.

The students who want to work with adults are finding it difficult to find jobs because they said that there are not enough ASYE vacancies advertised for adults roles and because they do not have the experience with children when they apply they are not successful.

Is there anything the university could have done to make students employability marketable?

- Increase placement period to allow for more skill acquisition
- Skills days should be more structured.
- Skill days should include practical learning such as contextual safeguarding, significant harm, C&F assessment, motivational interviewing, direct tools that you can use, with service users, and how to do a robust assessment.
- Hold workshops similar to what is made available for students on the Step up and Frontline Programmes i.e. how to write Section 7 report, and role play on how you participate in meetings such as CP and CIN.
- Practical support around job interviews and expectations thereof.

The students also said they did not get the support needed transitioning from a student to employment. They also said that there is no after care service because no one contacted them to find out how they are doing in finding jobs during the pandemic. When I asked them about the kind of support they needed to transition from student to the world of work, they said that a week or two of training explaining to them what to expect from the application process to getting the job.

Do you have any tips for newly qualified students looking for work?

1. Share interview questions with each other.
2. Undertaking mock job interviews to gain confidence
3. Make use of any employment workshop offered by the university or otherwise.
4. Make sure that you are familiar with legislation and statutory guidance as they may come up in the interview.
5. Make sure you read about the organisation and the services they provide before your interview.
6. Think about your experiences and skills that you've gained while at placement and how they can match the needs of the employer based on the job description advertised.

7. Make sure that your CV is professionally written, and your job application is filled out correctly. Seek help if you need to, which could help you get to the interview stage of the employment process.
8. Don't just say things like 'I am a good team player' without giving a good example.
9. Create a LinkedIn account. Some employers will look at this to see who you are friends with.
10. Don't pretend as if you know everything and ask for help.
11. Read, Read, Read Social workbooks, journals, magazines to keep UpToDate with whatever is going on in social work, something might come up in the interview.

DONNA JONES
COMMENTS:

STUDENTS ASKED FOR IT....
WE WILL DELIVER IT!

LONDON MET SOCIAL WORK
ANNUAL EMPLOYABILITY
CONFERENCE 2021

MONDAY 8TH FEBRUARY
10AM -5PM

CHRIS LANE
COMMENTS:

THE GREAT MAJORITY OF OUR ALUMNI
GET SOCIAL WORK JOBS WHEN THEY
GRADUATE.

WE ARE COMMITTED TO MAINTAINING
OUR RELATIONSHIP WITH OUR FORMER
STUDENTS TO CONTINUE TO OFFER
ASSISTANCE FOLLOWING GRADUATION. I
HAVE BEEN IN PERSONAL TOUCH WITH
A NUMBER OF GRADUTES THIS YEAR
TO PROVIDE ONGOING HELP
WITH JOB APPLICATIONS.

CHRIS LANE
COMMENTS:

THE CAREERS SERVICE WRITES
TO ALL GRADUATING SOCIAL WORK
STUDENTS EVERY YEAR TO OFFER
HELP WITH APPLICATIONS AND MOCK
INTERVIEWS. WE WILL DO MORE TO
MAKE SURE THAT STUDENTS ARE
AWARE THAT THIS SUPPORT IS
ON OFFER.



Annual Social Work
Employability Conference
2021

Monday 8th February
 10am -5pm

*“I would be glad, not to say honoured
 to do the Keynote Address”*

Kate Dempsey

Principal Social Worker, London Borough Havering

This annual conference is offered to
 all final year Social Work students

and will cover:

- Interview 'Do's' and 'Don'ts'
- Interview processes
- Support and incentives on offer
- Interactive CV writing workshops
- Speed interview practice
- Job opportunities
- and More...!

**Details of how to book YOUR place at the conference
 will be announced in the new year**

Postcards to

Mum



companion (who has her spare room on a care and share understanding), put them up. Our sister set up a WhatsApp group, 'Team Joyce', and the cards, tucked into frames, propped on mantelpieces, were coined 'the mirror of love'.

The cards connected us beyond my imaginings, and on those days, her voice quavery, drear, unable to think, I'd ask mum what had arrived in that morning's post and we were away; even deciphering my 'flowery' handwriting was a pleasure to her.

I started with poems, but though she loves poignant lyrics she thought the poems too sad. And so I would email links to YouTube and we would sing together; my brother filmed mum dancing to Dave Brubeck in the dressing gown that she wore well into the day. But when I read 'And if I

Come the Spring, this year, when the Covid 19 pandemic was announced and our nation went into lockdown, I was concerned how my 85 year old mother, who has been living with a diagnosis of Alzheimers for 5 years and values her independence, would cope with house arrest and wean herself off her daily, grounding rituals; lunch at Gosia's café, charity-shopping, watching people.

I had been stowing away postcards for years and thought to begin spilling my daily thoughts in time for the 4.15 pm postal collection so that something would arrive, every day, to help ease the null and void; echoes of the saga-length letters, mum had type-written to me when I was homesick, away at university over 40 years ago.

The cards created a dialogue that was also healing, gave us a different starting point to conversations, made us time travellers, shape shifters. I felt her world telescoping, the cards, each one a bright spot in the turning world, provoked memories, gave us a way in to talking differently. Mum couldn't always remember details but the cards summoned up atmospheres. We also planned for when we could meet up again.

My brother (who lives with mum), and her lodger-

speak of Paradise' by Roger Robinson, a Poem on the Underground, it spoke to both our conditions. And with it I emailed this image of an oil painting in a cardboard box, from the series 'A Paradise Found' and 'A Paradise Lost' by Rachel Thorlbury; somewhere to store the poet's 'A Portable Paradise', and ours.

My first postcard, marked #1, had been sent March 23rd, and the last one, #124, was posted on Friday 24th July, the day we reunited on our first jolly together. The outing was to The Garden Museum, which had filled it's gallery space with shingle, to represent the beach at Dungeness, for the Derek Jarman exhibition 'My Garden's Boundaries are the Horizon', and so apt for what I had hoped to achieve through writing to mum, daily, to extend her horizons during Lockdown.

By Jane Hill - BeSpoke member
 People with lived experience colleague.

<https://nationalpoetryday.co.uk/poem/a-portable-paradise/>

Roger Robinson Reprinted by permission of Peepal Tree from A Portable Paradise (2019)

International Social Work approaches

MSc year 1 students shared some of their poster presentations for 'Social Work in My Culture' as part the Communication, Skills and Values Module. Here is just a small selection...

SOCIAL WORK WITHIN UGANDAN CULTURE (S)

BY BETTY AKECH

Who are the key thinkers within Social Work?

- Community Elders
- Monarchy and Clan Leaders
- Religious Leaders
- Family Lineage

What are their contributions towards Ugandan Culture and Social Work practice?

- Reflecting on my cultural background, the key thinkers within Social Work domain. Have extensively contributed in numerous research and produced fundamental materials in areas such as; **community development, child health, disability, sexual and reproductive health, gender based-violence, orphanage, vulnerable children, human rights and education systematic approach.**

Dominant practice models within Ugandan Culture and Social Work?

- Indigenous and Innovative Approach model:** In my culture key thinkers have applied local values to promote cultural relevance and ethnicity. This resolves certain issues that may arise within families, education and healthcare etc. The key thinkers have introduced responsive practices for SW's that structural interviewing and discussions must be held in local languages to avoid (mis-representative communications).
- Cultural Responsive Model:** These are centred culture approaches; key thinkers have created opportunities within communities. Hence, SW's do give extra support in dealing with household poverty, orphanage crisis and deprivation. Thus, communities do look out for each other and support is available; for instance adapting a child because his/her parents share same culture pedigree.

The similarities and difference:-

- In my culture the Monarch and community Leaders much emphasises on the extent of good understanding of effective involvement within the Social Work practice.
- Community Leaders, clan Leaders and family lineage get involved in any issues for example when it comes to marriage; one is required to seek guidance and appraisal to marry in another culture (avoid future segregation).
- Social culture needs: - we provide care and service to our parents and relatives, example financial support, accommodation to provides a sense of belonging, care, improve health life style to prolong life expectancy.
- In this country social work is being regulated by government authorities and in Uganda we work along side key thinkers above.

Zimbabwe Government Ministry

SOCIAL WORK IN ZIMBABWE

UNICEF, BRITISH COUNCIL, WHO, JAIROS JIRI, CHURCHES

UBUNTU

Children protection and adoption Act

Department of Social Welfare

Ministry of Labour and Social Services (MoLSS)

Non Governmental Organisation (NGO)

Social Workers

Child services

People living with disabilities

Elderly

- The development of Social work practice in Zimbabwe is partly influenced by the United Kingdom partly due to colonial ties, this provides similarities in some Laws such as the Children Act, although in a Zimbabwean context, models and procedures mirror the UK system.
- The main thinkers are the Government, though the Ministry of Labour and Social services and due social and economic factors there is a large contribution from Non Governmental organisations who fund and influence Social work practice.
- There is also the traditional aspect of Ubuntu. Ubuntu philosophy is commonly represented by community spirit where people come together and share ideas, knowledge and wisdom in how to raise children and lift community spirit.
- The main difference are social work budgets in Zimbabwe is heavily limited, the system was inherited from colonial times and is in decline, therefore most services are rendered dysfunctional. However one positive difference unlike formalised westernised models of Social work; the spirit of Ubuntu is informal it is common with people from Sub Saharan Africa, and involves people sharing ideas, belongings and try and raise community spirit.

Tawanda Mhizha

Suffragettes

The suffragettes are significant to my culture as without them I would not have the same rights. They fought for the right for women to vote in the 20th century. It would still be a patriarchal society otherwise (Parkins, 2000).

Key thinkers in social work in my culture

Sociologists- Ann Oakley

Ann Oakley is relevant to my culture as she is a British sociologist who studied and supported the notion of feminism and domesticated roles within the household. How women and men are not only assigned to one role. Women can and should also go out to work and men can stay at home and raise children (Oakley & Mitchell, 1997).

Service users and families

Are key thinkers of social work as policy, Laws and procedures is changed due to their experiences

The Government

The government plays a vital role in social work as they decide what Laws should be passed in order to keep people safe and protect individuals rights.

A Key concept in my culture for social work are the feminist approach as without it today half the female population would not have half the freedom and rights or be able to go out to work and would have more of a domesticated lifestyle (Teater 2014).

A dominant practice model which is significant to my culture is a systems based approach which focuses on the wider context and different elements which effect the individual (Buckley 1967).

Rights based approach- making sure individuals needs are met.

My last degree focused on children and adolescents, but also looked at family and the wider context surrounding the child and also focused on meeting individual needs such as social work does with a person centred approach. The difference of my last degree to social work is focusing on areas such as mental health supporting the elderly and individuals with disabilities. My last degree was based more on theorists, where as this degree also includes Law.

Key models or approaches

Social work in Grenada

- The Ministry of Social Development and Community Development, is the leading social services body for central government. The ministry provides a variety of social welfare services to all citizens of Grenada. They strive to improvement the quality of life of all citizens, particularly individuals and families who need of immediate financial and material assistance.
- Grenada is also part of the international federation of Social Work (IFSW). The IFSW is known as the global body for professional social work. It consists of 141 professional social work associations and represents over 3 million social workers world-wide.
- Child protection is also regulated by the Child Protection Association (CPA). The CPA address all the child protection issues within Grenada and its sister islands of Carriacou and Petite Martinique.
- The Grenada Association of Professional Social Workers (GAPSW) is a non-profit social work organisation. In 2015 they joined forces with the International federation of Social Work. GAPSW are well known for advocating for vulnerable individuals they also have strong links to the media and are permitted by local government to give interviews regarding safeguarding matters of the island.

J. Noel

<https://www.ifsw.org/member-organisations/grenada/>
<https://www.caribbeanifsw.org/wordpress/index.php/2019/05/grenada-ministry-social-development-housing-and-community-development/>

Social Care in Nigeria

with particular emphasis on Igbo culture

IMAGE CREDIT: Ukabla - licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license



By: *UCHE MADU*

MSC Year 1 Student

Key entities that address social needs and problems within my culture are:

- 1) Family
- 2) Neighbours
- 3) Religious Organisations

There is little or no input by the Government. Lack of participation and involvement by the Government in social service program.

Social needs and problems are mainly addressed traditionally through:

- A) Family support system (nuclear or extended)
- B) Clan. The traditional vextended family support system and welfare system exists side by side. It is common for neighbours and Religious organisation to also provide ssistance.

Dominant practices includes:

- naming and marrying ceremonies
- informal adoption of children and elderly by relatives
- age accountability groups
- indigenous micro-financing.

Underlying beliefs that drive indigenous social care are:

Strong beliefs in the spiritual dimensions of the human existence and they see social care as an obligation NOT just to the people but to the gods.

Social work practice in Nigeria cannot be compared with how social work is practiced in western world but despite that there are various ways within my culture about how social work is being practiced to address issues like human rights and justice, family and children, disabled people and taking care of the elderly people.

I come from Osun State, part of South West of Nigeria. The South West comprises seven states known as Yorubaland. The structure of Yorubaland social thinking was based on an approach that focuses on problem solving to promote and protect social justice, family and children, and to take care of their elderly ones.

The thinkers in Yorubaland are the traditional rulers known as the Monarch or Kings and the Community Leaders. The social welfare system is practiced through the Monarch and Community Leader and extended family system. Thus, the provision of social needs, human rights and justice are ensured through customary arrangement by organising, mobilising, coordinating and administer various forms of assistance to the poor, mentally ill, elderly within the communities

Social structure in my community was based and built on relationships by blood, marriage which makes everyone be their brother or sister's keeper to live together in harmony with a good sense of belonging, solidarity and affinity.

For example, one option in looking after the elderly in the western world is to take them to a care home where they are looked after by a paid carer instead of his/her immediate family. However in my culture, social welfare and care will be provided within his/her family setup which gives them more of a sense of security and life longevity.

Another interesting area is that of marriage. Community Leaders find out about the family background of whom their son or daughter is getting married to, in order to ascertain their family values to make sure it correlates with theirs. This ensures that the two families have a good bond between

themselves. Should any issue arise between the couple the Community Leader intervenes and makes the necessary amendment within the couple. It is customary to carry out the instruction of The Elder in order to correct the situation.

In regards to homelessness and disabilities, there is accommodation provided for the homeless through community provision or through some religious groups that build houses for orphanages. Many families are helped to provide for disabled children by providing them amenities to help them live a fulfilling life and reduce the burden of their family being the sole carer for them. In some cases the responsibility of schooling is shared among the relatives to make sure any brighter children are given the right education - making everyone to be informal social workers.

The major difference on how social work is being practiced in western world is that the social work practice is through legislation and acts while in Nigeria it is through community norms and values

In Nigeria, many universities are now offering courses in Sociology, philosophy and social work which is now forming a solid foundation on how the country as a whole is designing and formulating the legal framework that will guide the social work/er in the country. About 8 years ago in Nigeria a chapter of Social work was launched and accepted into the world body that regulates social work.

Hopefully in a few years' time social work in Nigeria will be to the standard required and to be able to promote human rights and social justice as it is being enjoyed all over the world

B K OJEGBADE



If you are interested in finding out more about Kevin's work or getting involved please contact him directly
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Social Work Academic Mentor to deliver course on positive father involvement for teaching partnership



Kevin Brazant is a lecturer, coach and currently lectures on both the BSc and MSc Social Work programmes at London Metropolitan University. He also delivers training and workshops for local authority stakeholders. His experience as a trained Mediator, High Risk Conflict Management Specialist involves practice centering around separated families subject to public and private family law proceedings or embroiled in high level contact disputes with historic Domestic Violence and Abuse (DVA). He is also an accredited Group Leader for Tavistock Relationships (TR) delivering couples and group work interventions on couple communication.

Kevin has previously won awards for the impact of this work with boys, men and fathers from minority ethnic groups, in particular of African heritage, which includes the production of the award-winning documentary "Unheard Voices" which explores the experiences of young, teenage fathers in Hackney, east London. Other achievements include recognition from the charity OLMEC and Hackney Council formally acknowledging him for making an outstanding contribution to training local authority and voluntary sector professionals in practice approaches that are culturally appropriate for African heritage men and fathers.

This that Kevin will deliver in the Spring, explores the challenge of promoting positive father involvement where there is historic DVA and introduces a controversial form of abuse called 'Parental Alienation' (PA) which is an extreme form of parental gate keeping. This session intends to also consider

issues of historic domestic violence and maltreating fathers as part of family relationships. This provides a space for exploration of practice issues when working with families caught in cycles of domestic violence and abuse.

The seminar reflects a narrative literature review of UK and US studies in social work practice and parenting interventions with substantial findings in the successful retention and engagement of fathers. This also includes the facilitator's anecdotal experience as a group leader having facilitated numerous parenting and couple communication programmes.

Social Work Senior Lecturer chairs CPD event on assessing student social workers

London Met Social Work Senior Lecturer Catherine Schumann has chaired one of a series of continuing professional development sessions for Practice Educators as part of a programme of three events aimed at considering teaching, supervising and assessing Social Work students. Renowned researcher and publisher Siobhan Maclean was invited as part of the North East London Social Work Teaching Partnership's Autumn professional development events programmes. A full recording for all three sessions (six hours of material in total) is being made available on the Partnership's website. The intention is that the recording will form part of a growing collection of material that practitioners can use as a learning resource in team meetings, Practice Education forums or to support supervision of student social workers on placement.

To find out more visit:
nelp.org.uk



Research Design in Social Work

Campbell, Taylor & McGlade

This book outlines how social work students can undertake a research project from either a qualitative, quantitative or mixed methodological approach. The authors introduce key concepts in an accessible and structured manner and go on to demonstrate each of the approaches from inception of research idea, to realisation of methodological approach, to research process, to data analysis and conclusion.

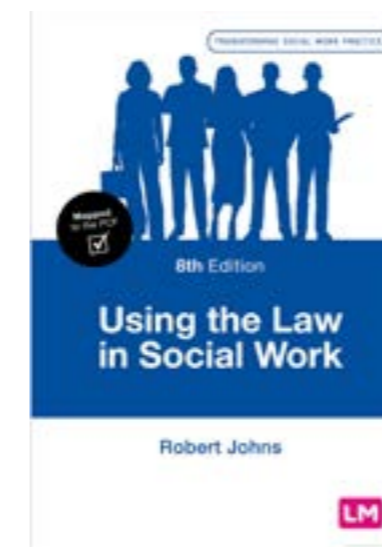
£23.99 | October 2016 | 168 pages | Learning Matters | ISBN: 9781446271247

Ethics and Law for Social Workers

Johns

Using an applied, practice-based and refreshingly 'real' approach, this text bridges the gap between law and ethics. Each chapter opens with a case study which considers ethical dilemmas in real life practice. Chapters have been designed to help students strengthen their critical reflection skills, encouraging consideration of the legal and ethical dimensions of social work generally and in personal practice. Topics such as care proceedings, adoption, community care, youth justice, mental capacity and accountability explore how understanding and application are equally important.

£26.99 | November 2015 | 200 pages | SAGE Publications Ltd | ISBN: 9780857029102



Using the Law in Social Work (8th Edition)

Johns

This best-selling book helps social work students gain this foothold in understanding law as it applies to social work practice. It avoids complicated legal jargon remote from the everyday realities of practice, offering instead a grounding in legally-appropriate, rights based social work. It covers the full range of social work law, including services for children and families and child protection, adult care law, youth justice, court work, professional regulation, and human rights.

£23.99 | April 2020 | 248 pages | Learning Matters | ISBN: 9781526488145

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